DOCUMENT RESUME

ED 323 853 HE 023 850

TITLE Alaska High School Seniors Survey Report, 1988-89.
INSTITUTION Alaska State Commission on Postsecondary Education, Juneau.
PUB DATE Aug 89
NOTE 61p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Career Choice; College Bound Students; Computer Literacy; Higher Education; High Schools; *High School Seniors; Noncollege Bound Students; Postsecondary Education; Second Language Learning; *Student Attitudes; *Student Characteristics; *Student Experience
IDENTIFIERS *Alaska

ABSTRACT

Textual information, 32 tables, and 12 figures are used to describe Alaska high school seniors in this 12th annual survey report. During the fall of the 1988-89 school year, 3,254 seniors attending Alaska public and private high schools responded to the questionnaire sent to a total of 5,910 students for a return rate of 55.1 percent. The questionnaire covered demographic characteristics (sex, race, primary home language, income, etc.); a description of the high school experiences of the student (evaluation of school experiences and identification of possible areas of weakness); a description of the educational experiences of the student in specific target disciplines (foreign languages and computers); the postsecondary plans of the respondent (occupational choices, choice of college, and comparison between seniors planning and seniors not planning postsecondary education); and more detailed representation of those respondents planning to pursue postsecondary education (state of attendance, Alaska attendance, reasons for institutional choice, familiarity with financial aid, and plans to return to Alaska). Appendices contain a copy of the survey form and data tables. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

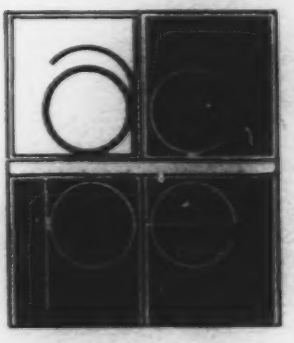
ED323853

1988 - 89
ALASKA HIGH SCHOOL SENIORS SURVEY REPORT
AUGUST, 1989

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
ALASKA COMM. on POSTSEC. ED.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

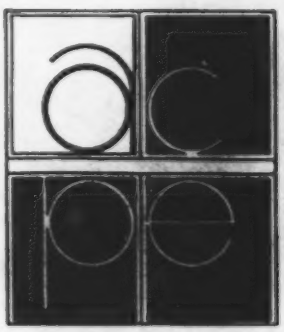
Alaska Commission on Postsecondary Education
Box FP, 400 Willoughby Avenue
Juneau, Alaska 99811



HE 023 850

1988 - 89
ALASKA HIGH SCHOOL SENIORS SURVEY REPORT
AUGUST, 1989

Alaska Commission on Postsecondary Education
Box FP, 400 Willoughby Avenue
Juneau, Alaska 99811



ALASKA COMMISSION ON POSTSECONDARY EDUCATION

Mr. John Havelock, Chair
Ms. Patricia Abney
Ms. Alice Bosshard
Ms. Ruth Burnett
Mr. John Chenoweth
Dr. Patricia Clark
Dr. April Crosby
Mr. Don Eller
Senator Paul Fischer
Ms. Karen Fultz
Mr. Paul Harris
Mr. Mark Helmericks
Representative Niilo Koponen
Ms. Bettye Smith

COMMISSION OFFICE

Dr. Ronald A. Phipps
Executive Director
Alaska Commission on Postsecondary Education
Box FP, 400 Willoughby Avenue
Juneau, Alaska 99811

(907) 465-2854

ACKNOWLEDGMENTS

The Alaska Commission on Postsecondary Education wishes to acknowledge the cooperation of the Alaska Department of Education, the principals, the counselors and teachers who administer the senior survey, and especially the high school seniors whose responses make this report possible.

TABLE OF CONTENTS

	Page
Acknowledgments	iii
List of Tables	v
List of Figures	viii
Introduction	1
Methodology	2
Results and Analysis	3
A. Demographic Data	3
B. High School Experiences	3
1. Ranking of High School Experiences	3
2. Target Disciplines	8
3. Areas of Improvement	9
C. Postsecondary Plans	12
D. Comparison Between Those Seniors Planning Postsecondary Education and Those Who Are Not	14
1. Sex	14
2. Race	15
3. School Size	17
4. Household Income	19
5. Grades Earned	21
6. Occupational Choice	23
E. Seniors Planning Postsecondary Education	24
1. State of Attendance	24
2. Alaska Attendance	29
3. Reasons for Institutional Choice	31
4. Familiarity with Financial Aid	35
5. Plans to Return to Alaska	36
Summary	39
APPENDIX A 1988-89 Alaska High School Senior Survey	42
APPENDIX B Selected Data Tables	47

LIST OF TABLES

Table		Page
1.	Distribution of "Outstanding" Responses for High School Characteristics	4
2.	Alaska High School Seniors Rating Their Overall High School Experiences as "Outstanding"	4
3.	Distribution of "Poor" Responses for High School Characteristics	6
4.	Percentages of "Outstanding" Responses for High School Characteristics for Large and Small Schools	8
5.	Distribution of Ratings of General Knowledge and Ability to Express Oneself in Foreign Languages and Computers	8
6.	Senior Expressed Need for Further Assistance in Selected Areas	9
7.	Senior Expressed Need for Further Assistance in Selected Areas by Indicated Post High School Plans	11
8.	Senior Expressed Need for Further Assistance in Selected Areas by Household Income	12
9.	Distribution of Seniors by Most Likely Activity After High School	13
10.	Distribution of Seniors by Most Likely Activity After High School and by Sex of Respondent	14
11.	Distribution of Seniors by Most Likely Activity After High School and by Race of Respondent	16
12.	Distribution of Seniors by Most Likely Activity After High School and by Size of School in Which the Senior is Enrolled	18

Table		Page
13.	Distribution of Seniors by Most Likely Activity After High School and by Annual Household Income	20
14.	Distribution of Seniors by Most Likely Activity After High School and by Grades Earned in High School	22
15.	Distribution of Seniors by Intended State of Postsecondary Attendance	26
16.	Percentage Distribution of Seniors by Selected States of Planned Attendance and by Grades Earned in High School	27
17.	Percentage Distribution of Seniors by Grades Earned in High School and by Planned Postsecondary Attendance In or Out of Alaska	28
18.	Distribution of Seniors by Choice of Alaskan Postsecondary Institution	30
19.	Reasons for Selecting A Postsecondary Educational Institution	32
20.	Reasons for Selecting A Postsecondary Educational Institution Distributed by State	34
21.	Reasons for Selecting a Particular Alaskan Postsecondary Educational Institution	34
22.	Seniors' Familiarity with and Intended Use of Selected Financial Assistance Programs	35
23.	Distribution of Seniors Planning Attendance "Outside" by Region of Attendance and by Intention to Return to Alaska After Schooling	37
24.	Distribution of Seniors by Sex	48
25.	Distribution of Seniors by Race	48
26.	Distribution of Seniors by Annual Household Income	48
27.	Distribution of Seniors by Primary Home Language	49
28.	Distribution of Seniors by Work Experience	49

Table		Page
29.	Distribution of Seniors by Rating of Selected High School Characteristics	49
30.	Distribution of Seniors by Need for Additional Assistance and by Household Income	50
31.	Distribution of Seniors by Grades Earned in High School and by Sex	50
32.	Distribution of Seniors by Grades Earned in High School and by Race	50

LIST OF FIGURES

Figure		Page
1.	Satisfaction with High School Experience	6
2.	Assistance Needed in Selected Areas	10
3.	Seniors by Activity After High School	13
4.	Percent Value of Planned 4-Year College Attendance by Race	17
5.	Most Likely Activity After High School	18
6.	Planning Postsecondary Attendance in Alaska	25
7.	Intended State for Postsecondary Attendance	26
8.	High School Seniors Who Received A's	28
9.	Seniors Choice of Alaskan Postsecondary Institutions .	31
10.	Familiarity with Financial Assistance Programs	36
11.	Out-of-State Attendance Planning Return to Alaska . . .	36
12.	Planned Return to Alaska by Region of College Attendance	38

INTRODUCTION

Over the past several years, large numbers of Alaska's high school seniors have looked "outside" for pursuit of postsecondary education. In an effort to document this pattern and to try to understand the underlying motivations, this annual survey of Alaska's seniors has developed. The first survey report was published for the 1977-78 academic year; this report represents the twelfth in the series.

During the fall of the 1988-89 school year, Alaska high school seniors were asked their opinions of their overall high school experience, their need for additional assistance in selected academic and career planning areas, and general demographic information, as well as what they planned to do after high school graduation. Survey results can be used for administrative and academic planning within the State and for improving student counseling and advisement.

Also, questions were included to obtain information on disciplines which had been targeted for statewide examination by the State Department of Education. For 1988-89, the target disciplines were foreign languages and computers.

METHODOLOGY

A written questionnaire, consisting of twenty questions, was sent to all 211 Alaska public and private schools identified as having seniors in attendance.

For 1988-89, it was estimated that there were 5,910 students who graduated from the twelfth grade in Alaska. Of these 5,910 seniors, 3,254, or 55.1 percent, responded to this survey. Forty percent were seniors enrolled in Anchorage area schools. Students from Fairbanks accounted for 7.9 percent, Kenai/Soldotna for 12.7 percent, Ketchikan for 3.6 percent, Juneau for 4.1 percent, and the remainder of the students in the State accounted for 31.7 percent.

Five general groupings of questions were included in the questionnaire. These included:

1. the demographic characteristics of the student (sex, race, primary home language, income, etc.);
2. a description of the high school experiences of the student (evaluation of school experiences, and identification of possible areas of weakness);
3. a description of the educational experiences of the student in specific target disciplines (foreign languages and computers);
4. the postsecondary plans of the respondent (occupational choices, choice of college, post high school plans, etc.); and
5. a more detailed representation of the plans of the group of respondents planning to pursue some type of postsecondary education.

RESULTS AND ANALYSIS

A. DEMOGRAPHIC DATA

The demographic data indicate that the students who responded are a representative sample of the general senior population. This conclusion is based upon previous senior surveys and current year estimates and projections. Approximately half the respondents were male (51 percent) and half were female (49 percent); 71 percent were Caucasian, 16 percent were Alaska Native, 3 percent were Black, 3 percent were Oriental, and small percentages were Hispanic or other; 90 percent indicated annual family incomes of $15,000 or more; 77 percent indicated annual family incomes of $25,000 or more; and 94 percent were from homes where English is the primary language spoken. (Details of these results are presented in Appendix B, Tables 24 to 32).

B. HIGH SCHOOL EXPERIENCE

Ranking of High School Experiences. Respondents were requested to evaluate various aspects of their high school experiences using the following descriptors: outstanding, average, poor, or not provided. Those characteristics receiving the highest number of "outstanding" responses were: Athletic and Recreational Facilities; Counseling and Guidance Services; Library and Vocational Training; and Quality of Instruction, as indicated in Table 1. With the exception of the 1986-87 year, these responses are consistent with the opinions of seniors who participated in the survey over the past several years. Those characteristics receiving the least number of "outstanding" ratings in 1988-89 were:

Laboratory Facilities; School Rules, Regulations and Discipline; and Grades, Marks, Promotion Policies. It appears that the 1986-87 year's responses were an anomaly. This year's responses are consistent with the historical attitudes of seniors since the survey began as shown in Table 2.

TABLE 1
DISTRIBUTION OF "OUTSTANDING" RESPONSES
FOR HIGH SCHOOL CHARACTERISTICS

CHARACTERISTICS	"OUTSTANDING" RESPONSES	
	Number	Percent
Athletic & Recreation Facilities	1,013	32.3
Counseling and Guidance Services	939	30.2
Library, Learning Center Facilities	856	27.1
Quality of Instruction	776	24.2
Vocational Training	753	25.5
Special Help for Students	695	24.5
Variety of Courses	696	22.0
Grades, Marks, Promotion Policy	495	15.6
School Rules, Regulations, & Discipline	459	14.6
Laboratory Facilities	449	14.9
Overall High School Experience	803	25.3

TABLE 2
ALASKA HIGH SCHOOL SENIORS RATING THEIR OVERALL
HIGH SCHOOL EXPERIENCE AS "OUTSTANDING"

Year	Percent
1977-78	25.8
1978-79	33.8
1979-80	30.5
1980-81	25.1
1981-82	31.3
1982-83	30.4
1983-84	28.4
1984-85	27.1
1985-86	28.1
1986-87	15.1
1987-88	26.3
1988-89	25.3

Table 3 contains the "poor" response summary of the 1988-89 seniors. Those characteristics receiving the fewest "poor" ratings were: Quality of Instruction; Grades, Marks and Promotion Policy; and Vocational Training. The characteristics of School Rules, Regulations, and Discipline; Laboratory Facilities; and Counseling and Guidance Services were the most heavily criticized.

It is again promising to observe that the percentage of seniors who rated their overall high school experience as "poor" remained at 9.9 percent after reaching a disturbingly high disapproval rate of 22.7 percent in the 1986-87 year, which was by far the highest since the survey was initiated. This year's result is reflective of the historical trend which suggests that there exists a core of just under 10 percent of seniors who are dissatisfied with their high school experience.

The satisfaction rate this year, as measured by those seniors rating their high school experience as "average" or "outstanding", and shown in Figure 1, climbed to 90 percent. This continues a positive trend which began in 1982-83. Except for a 1986-87 anomaly, seniors seem to be satisfied with their high school experience.

FIGURE 1

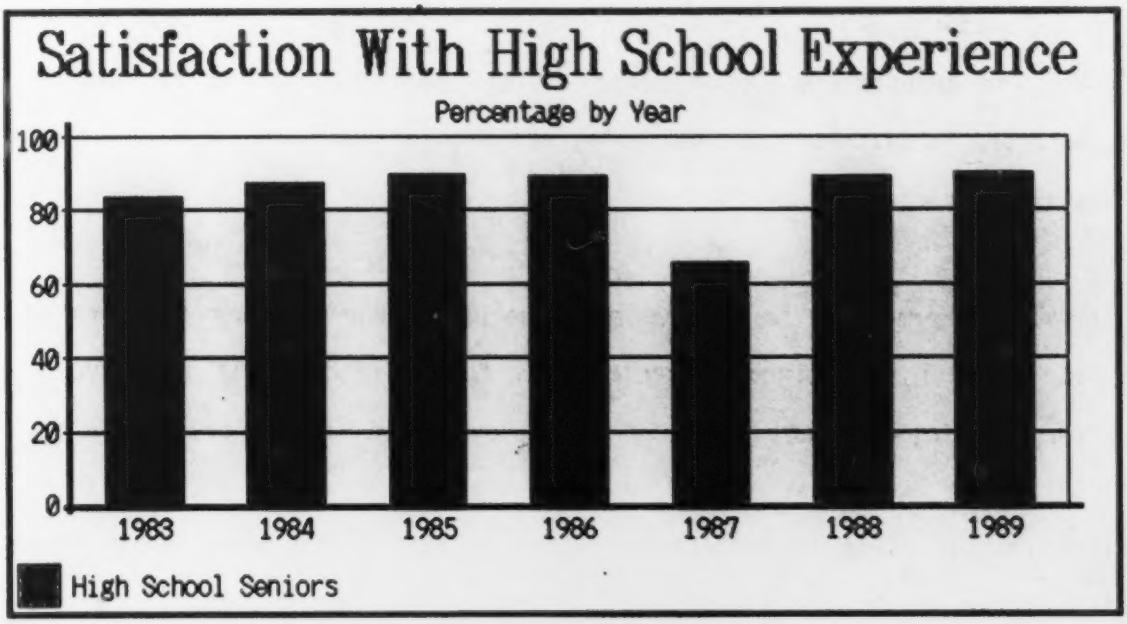


TABLE 3
DISTRIBUTION OF "POOR" RESPONSES
FOR HIGH SCHOOL CHARACTERISTICS

CHARACTERISTICS	"POOR" RESPONSES	
	Number	Percent
School Rules, Regulations, & Discipline	862	26.9
Laboratory Facilities	696	21.7
Counseling and Guidance Services	604	18.9
Variety of Courses	474	14.8
Special Help for Students	433	13.6
Athletic & Recreation Facilities	423	13.2
Library, Learning Center Facilities	411	12.8
Vocational Training	360	11.3
Grades, Marks, Promotion Policy	202	6.3
Quality of Instruction	179	5.6
Overall High School Experience	317	9.9

Further analysis of seniors' evaluation of their high school experiences was conducted by comparing the assessment of respondents from small and large schools. Small schools were identified as schools with 250 students or fewer; large schools had more than 250 students. Table 4 shows the percentages of "outstanding" responses for small and large schools. In several areas, seniors from large schools differed in their opinions with those from small schools. In particular, there were considerable differences in the categories of Variety of Courses; Library, Learning Center Facilities; and School Rules, Regulations and Discipline.

Not too surprisingly, the seniors from large schools rate their Variety of Courses higher than seniors from small schools. This also holds true for their Library and Learning Center Facilities. However, the other facility characteristics (Athletic and Laboratory) for small schools, seem to be converging with their large school counterparts. In the area of School Rules and Regulations, it is the small schools with the higher marks. More seniors from small schools, over large schools, rate this school characteristic as "outstanding." It is encouraging to note that students from small schools, for the fourth year in a row, highly rate Quality of Instruction. Some reasons which have been suggested for this encouraging statistic are (1) the smaller schools, most of which have only been in existence for a few years, are maturing; (2) there has been an increased emphasis on curriculum development; and (3) more students are graduating than in previous years.

TABLE 4
PERCENTAGES OF "OUTSTANDING" RESPONSES FOR
HIGH SCHOOL CHARACTERISTICS FOR LARGE AND SMALL SCHOOLS

CHARACTERISTICS	PERCENTAGE OF "OUTSTANDING" RESPONSES	
	Large School	Small School
Athletic & Recreation Facilities	32.6	27.3
Counseling and Guidance Services	30.0	26.5
Library, Learning Center Facilities	29.3	15.8
Vocational Training	24.8	18.4
Quality of Instruction	24.3	23.8
Variety of Courses	24.2	11.0
Special Help for Students	22.3	19.4
Grades, Marks, Promotion Policy	15.2	16.8
Laboratory Facilities	14.8	10.5
School Rules, Regulations, & Discipline	12.5	22.4
Overall High School Experience	26.0	24.9

Target Disciplines. Seniors were asked to evaluate their general knowledge and ability to express themselves in special subject matter areas within foreign languages and computers. The descriptors used were: oustanding, average, poor, or not provided. As can be seen in Table 5, the seniors generally felt satisfied with their experiences in computers but almost one in three rated their education in foreign language as "poor" and 17.1 percent said the discipline was not offered at their school.

TABLE 5
DISTRIBUTION OF RATINGS OF GENERAL KNOWLEDGE
AND ABILITY TO EXPRESS ONESELF IN
LANGUAGE ARTS AND FINE ARTS

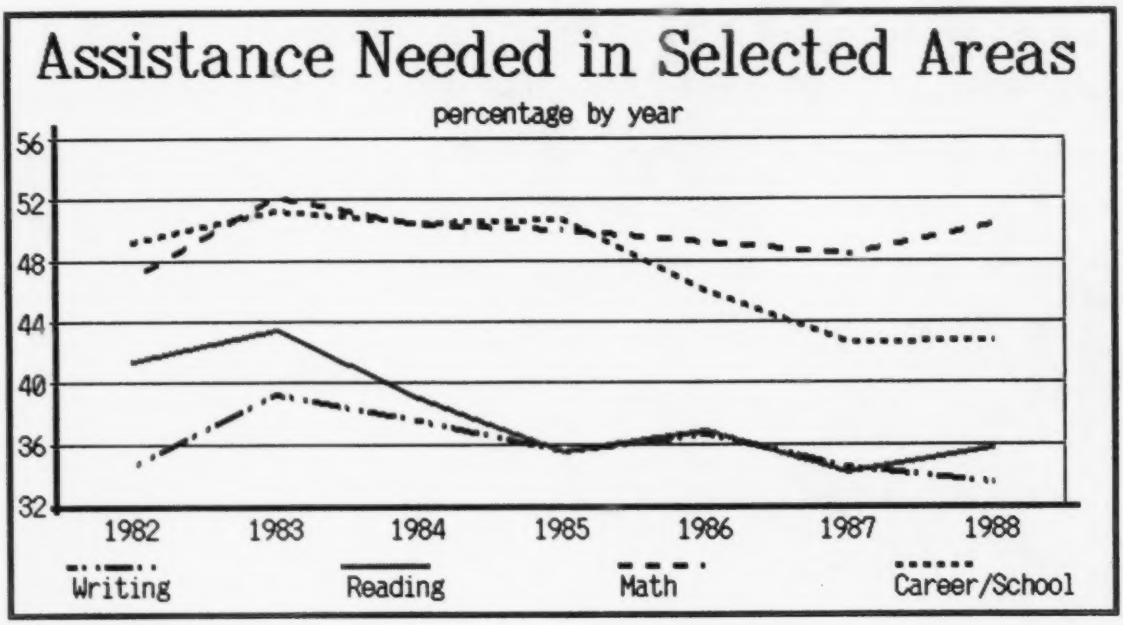
General Knowledge and Ability to Express	Foreign Language		Computers	
	Number	Percent	Number	Percent
Outstanding	507	16.1	620	19.6
Average	1,182	37.5	1,571	49.7
Poor	926	29.3	664	21.0
Total	2,615	82.9	2,855	90.2
Not Provided at School	541	17.1	309	9.8
Total	3,156	100.0	3,164	100.0

Areas of Improvement. Seniors were asked if they felt a need for additional assistance in the four areas of writing, reading, mathematics, and career planning. Table 6 shows that half of the seniors felt a need for more assistance in mathematics, about two in five seniors felt a need for help in career planning and approximately one in three seniors indicated a need for assistance in the areas of writing and reading. This year's responses appear to continue a general downward trend of seniors expressing a need for additional assistance in reading, writing, and career planning, but a continuation of a need for assistance in mathematics as illustrated in Figure 2. Not too surprisingly, the trend lines for writing assistance and reading assistance seem to track quite closely.

TABLE 6
SENIOR EXPRESSED NEED FOR FURTHER
ASSISTANCE IN SELECTED AREAS

TYPE OF ASSISTANCE	NEEDED		NOT NEEDED		TOTAL
	No.	%	No.	%	
Expressing ideas in writing	1,061	33.5	2,103	66.5	3,164
Improving reading skills	1,128	35.7	2,035	64.3	3,163
Improving math skills	1,596	50.3	1,579	49.7	3,175
Deciding on Career/Education	1,354	42.8	1,810	57.2	3,164

FIGURE 2



With the exception of career planning, there is not a great deal of difference between those seniors planning to attend a postsecondary educational institution (technical, business, 2-year or 4-year college) after high school and those planning to work full-time or those who were undecided about post-graduation plans regarding the need for additional assistance. These data, presented in Table 7, also reflect the opinion that the greatest need for those seniors planning to work continues to be for additional assistance in math skills and career planning. Indeed, the percentage of those seniors needing additional assistance in career planning has been 50 percent or higher since 1982. For those seniors planning education beyond high school, the greatest need areas were for improved math skills and additional assistance in career and/or educational planning.

TABLE 7
SENIOR EXPRESSED NEED FOR FURTHER ASSISTANCE IN SELECTED AREAS BY INDICATED POST HIGH SCHOOL PLANS

POST-HIGH SCHOOL PLAN: FURTHER SCHOOLING					
	NEEDED		NOT NEEDED		
TYPE OF ASSISTANCE	No.	%	No.	%	TOTAL
Expressing ideas in writing	718	32.5	1,492	67.5	2,210
Improving reading skills	763	34.5	1,446	65.5	2,209
Improving math skills	1,058	47.7	1,158	52.3	2,216
Deciding on Career/Education	873	39.5	1,336	60.5	2,209
POST-HIGH SCHOOL PLAN: FULL-TIME JOB OR DON'T KNOW					
	NEEDED		NOT NEEDED		
TYPE OF ASSISTANCE	No.	%	No.	%	TOTAL
Expressing ideas in writing	335	36.0	596	64.0	931
Improving reading skills	355	38.1	577	61.9	932
Improving math skills	524	56.0	412	44.0	936
Deciding on Career/Education	467	50.0	468	50.0	935

As a general rule, as a student's yearly household income increased, the need for assistance in all areas decreased. More than half of those seniors whose annual yearly household income was less than $40,000 indicated that they needed assistance in improving math skills. These data are presented in Table 8. It should be noted, however, that the need for help in improving math skills and deciding on future career or educational plans is evident for a significant percentage of students, regardless of family income. More detail on need for assistance by varied levels of annual household income is presented in Appendix B, Table 30.

TABLE 8
SENIOR EXPRESSED NEED FOR FURTHER ASSISTANCE
IN SELECTED AREAS BY HOUSEHOLD INCOME

EXPRESSED NEED FOR ASSISTANCE IN:	ANNUAL HOUSEHOLD INCOME					
	UNDER $25,000		$25,000 TO $40,000		OVER $40,000	
	No.	%	No.	%	NO.	%
Expressing ideas in writing	277	41.4	263	34.4	435	29.2
Improving reading skills	289	43.4	285	37.2	471	31.7
Improving math skills	375	55.7	404	52.6	681	45.7
Deciding on Career/Education	310	46.3	347	45.3	590	39.7

C. POSTSECONDARY PLANS

A number of questions regarding postsecondary plans were posed to the seniors, and based upon the responses, the seniors were divided into two groups, those planning educational pursuits and those not. Those planning some form of education were then asked to respond to additional questions which will be discussed later in this report.

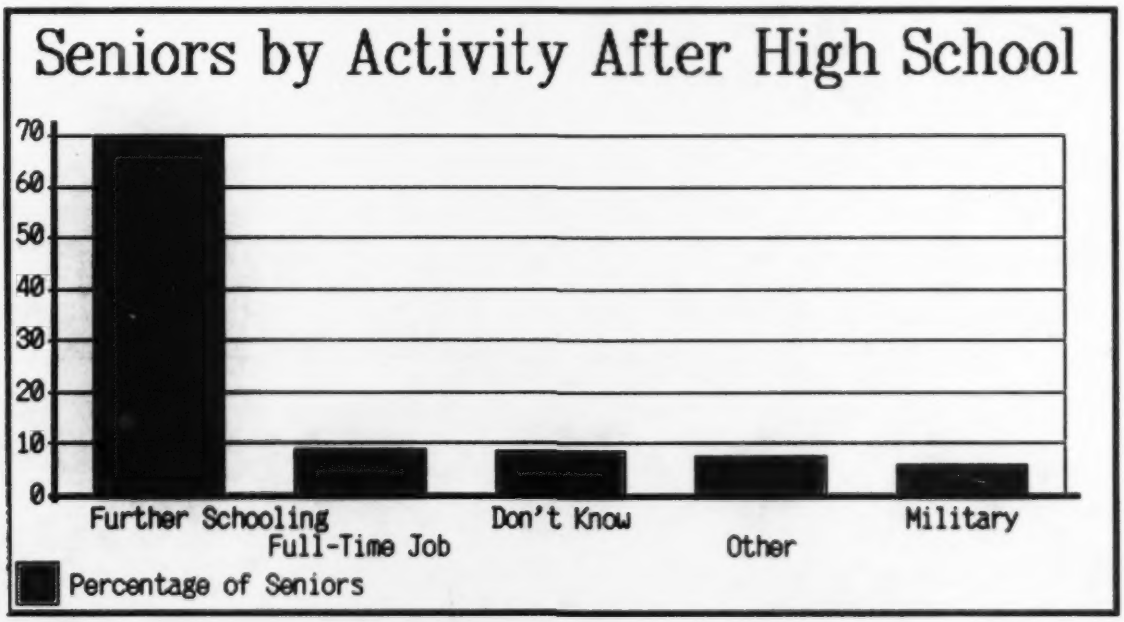
The responses to the question concerning the post high school plans of seniors are contained in Table 9. The percentage of those planning to continue with some form of postsecondary education has been increasing for several years. In 1980, 56.5 percent of the seniors indicated that they wished to continue their formal education. Last year the percentage was 68.3 and this year it increased to 69.9 percent; Figure 3 shows that more than two out of every three seniors intend to pursue some type of postsecondary education.

TABLE 9
DISTRIBUTION OF SENIORS BY
MOST LIKELY ACTIVITY AFTER HIGH SCHOOL

ACTIVITY	NUMBER	PERCENT
Attend a 4-Year College	1,687	52.6
Attend a 2-Year College	324	10.1
Attend a Vocational/Technical School	232	7.2
Enter Into Apprentice Training	33	1.0
Become a Full-Time Homemaker	14	0.4
Join the Military	178	5.6
Get a Full-Time Job	278	8.7
Don't Know Yet	267	8.3
Other	192	6.0
Total	3,205	100.0

The number of seniors not planning any postsecondary education was 962, or 30.0 percent of the total respondents. However, it should be noted that this number includes 267 students who did not know what they were going to do, so the number of students actually involved in postsecondary education could be higher.

FIGURE 3



D. COMPARISON BETWEEN THOSE SENIORS PLANNING POSTSECONDARY EDUCATION AND THOSE WHO ARE NOT

Sex. In examining the plans of the seniors and differentiating by sex, as presented in Table 10, one can see that certain activities are more likely for one sex than the other. For instance, approximately 74 percent of female seniors intend to enroll in some form of postsecondary education, while 65.8 percent of male seniors have the same intention. When focusing upon 2-year or 4-year postsecondary institutions, 68.5 percent of female seniors intend to enroll in either a 2-year or 4-year college, while 57.2 percent of the male seniors express the same desire.

TABLE 10
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY SEX OF RESPONDENT

ACTIVITY	MALE		FEMALE	
	No.	%	No.	%
Attend a 4-Year College	763	47.2	919	58.2
Attend a 2-Year College	161	10.0	163	10.3
Attend a Vocational/Technical School	139	8.6	93	5.9
Subtotal	1,063	65.8	1,039	74.4
Enter Into Apprentice Training	19	1.2	14	0.9
Become a Full-Time Homemaker	6	0.4	8	0.5
Join the Military	149	9.2	29	1.8
Get a Full-Time Job	147	9.1	129	8.2
Don't Know Yet	139	8.6	127	8.0
Other	92	5.7	98	6.2
Subtotal	552	34.2	405	25.6
Total	1,615	100.00	1,580	100.0

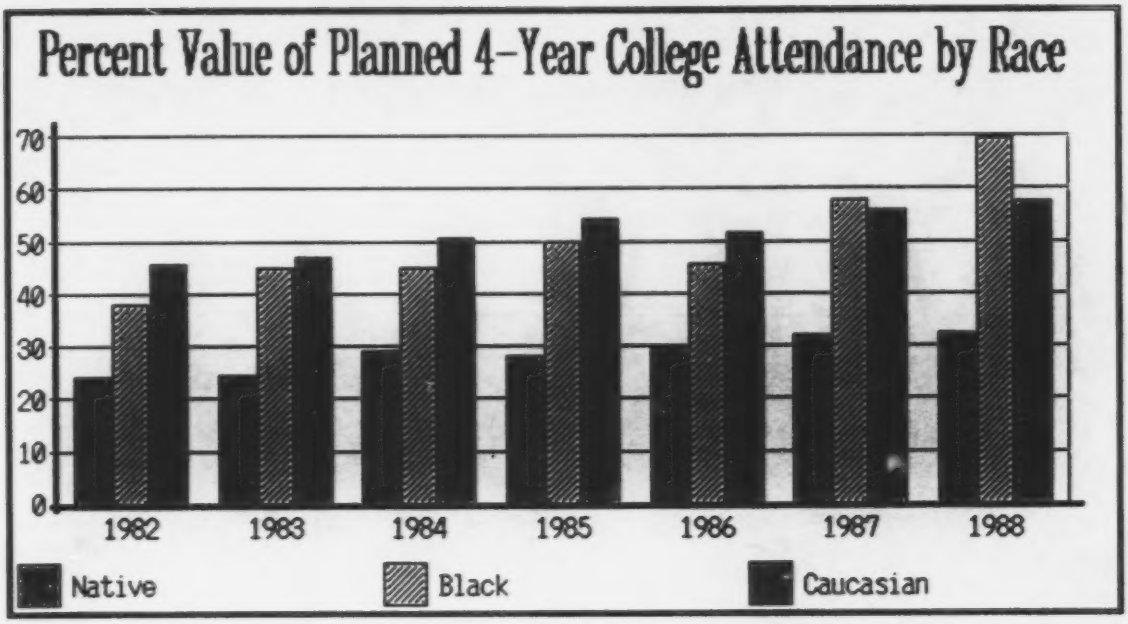
Race. The race of the senior respondents was a significant factor in determining postsecondary plans. As illustrated in Table 11, 56.0 percent of Alaska Natives intend to pursue some type of postsecondary education, while 81.9 percent and 73.4 percent of Black and Caucasian seniors respectively indicated the same desire. The percentage of Alaska Natives intending to pursue some type of postsecondary education has fluctuated during the past several years. The percentage intending to continue their education has risen and fallen a few percentage points since 1982, when it was 42 percent, to this year's percentage of 56 percent. This is the highest level thus far and continues what appears to be a steady increase.

Native seniors, however, continue to have a much higher percentage of undecided responses than any other group. As Figure 4 illustrates, during the past several years, there has been a general increase in the percentage of seniors planning to attend a 4-year college or university, irrespective of race.

TABLE 11
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY RACE OF RESPONDENT

ACTIVITY	ALASKA NATIVE		BLACK		CAUCASIAN		ALL OTHERS	
	No.	%	No.	%	No.	%	No.	%
Attend a 4-Year College	169	32.5	61	69.3	1,295	57.3	154	48.1
Attend a 2-Year College	59	11.4	7	8.0	218	9.7	39	12.2
Attend a Vocational-Technical School	63	12.1	4	4.6	144	6.4	20	6.3
Subtotal	291	56.0	72	81.9	1,657	73.4	213	66.6
Enter Into Apprentice Training	10	1.9	1	0.9	21	0.9	1	0.3
Become a Full-Time Homemaker	2	0.4	0	0.0	10	0.4	2	0.6
Join the Military	49	9.4	6	6.8	107	4.7	15	4.7
Get a Full-Time Job	58	11.2	2	2.3	184	8.1	31	9.7
Don't Know Yet	81	15.6	4	4.6	149	6.6	32	10.0
Other	29	5.6	3	3.4	132	5.8	26	8.1
Subtotal	229	44.0	16	18.0	603	26.5	107	33.4
Total	520	100.0	88	100.0	2,260	100.0	320	100.0

FIGURE 4

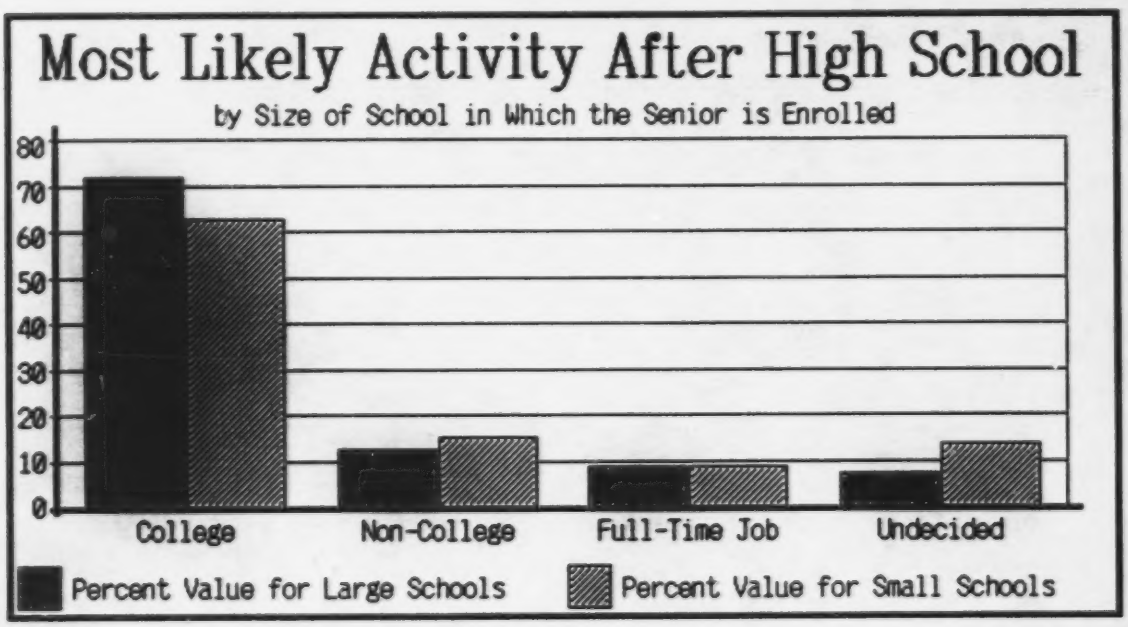


School Size. As illustrated in Table 12, and Figure 5, there continues to be a difference between those seniors planning to continue their formal education beyond high school and those seniors undecided about their future when differentiating by size of school they attend. Approximately seventy-two percent of the seniors from large schools intend to enroll in a post-secondary institution, while 62.6 percent of the seniors from small schools plan to continue their formal schooling; and while only 7.1 percent of the large school seniors were undecided about their future plans, 13.7 percent of the small school seniors reported they remain undecided.

TABLE 12
DISTRIBUTION OF SENIORS BY MOST LIKELY ACTIVITY
AFTER HIGH SCHOOL AND BY SIZE OF SCHOOL IN
WHICH THE SENIOR IS ENROLLED

ACTIVITY	LARGE SCHOOLS		SMALL SCHOOLS	
	No.	%	No.	%
Attend a 4-Year College	1,428	54.9	259	42.8
Attend a 2-Year College	267	10.3	57	9.4
Attend a Vocational-Technical School	169	6.5	63	10.4
Subtotal	1,864	71.7	379	62.6
Enter Into Apprentice Training	23	0.9	10	1.7
Become a Full-Time Homemaker	13	0.5	1	0.2
Join the Military	133	5.1	45	7.4
Get a Full-Time Job	226	8.7	52	8.6
Don't Know Yet	184	7.1	83	13.7
Other	157	6.0	35	5.8
Subtotal	736	28.3	226	37.4
Total	2,600	100.0	605	100.0

FIGURE 5



Household Income. Annual household income continues to relate strongly to specific postsecondary plans of the seniors, as it has over the past several years. A comparison was made of the responses of those seniors from households with annual incomes of less than $25,000, $25,000 to $40,000, and more than $40,000. The results of this comparison are presented in Table 13. As household income increases, so does the tendency of seniors to pursue postsecondary activities at a 4-year college. This, however, does not hold true for attendance at 2-year colleges or vocational/technical schools. In fact, the higher the household income, the less likely it is for seniors to attend vocational/technical schools. Also, as household income increases, uncertainty about postsecondary plans seems to decrease. Nearly fourteen percent of those seniors whose household incomes were less than $25,000 indicated that they did not know what they intended to do after graduation, while only 5.1 percent of those students from households of income over $40,000 expressed the same uncertainty.

TABLE 13
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY ANNUAL HOUSEHOLD INCOME

ACTIVITY	INCOME UNDER $25,000		$25,000-$40,000		OVER $40,000	
	No.	%	No.	%	No.	%
Attend a 4-Year College	265	39.1	376	48.5	947	63.0
Attend a 2-Year College	73	10.8	84	10.8	139	9.2
Attend a Vocational-Technical School	69	10.2	59	7.6	88	5.9
Subtotal	407	60.1	519	66.9	1,174	78.1
Enter Into Apprentice Training	7	1.0	11	1.4	9	0.6
Become a Full-Time Homemaker	3	0.4	3	0.4	8	0.5
Join the Military	51	7.5	54	7.0	61	4.1
Get a Full-Time Job	77	11.4	81	10.4	87	5.8
Don't Know Yet	92	13.6	66	8.5	77	5.1
Other	40	5.9	42	5.4	87	5.8
Subtotal	270	39.8	257	33.1	329	21.9
Total	677	100.0	776	100.0	1,503	100.0

Grades Earned. The seniors were asked to indicate what their grades had been in high school, whether they had earned mostly A's, mostly B's, mostly C's, or mostly grades below C.

As one might suspect, and consistent with surveys from the past five years, those seniors who earned mostly A's indicated their intention to pursue postsecondary education far more frequently than those earning lower grades. As Table 14, on the next page indicates, 79.4 percent of those seniors earning mostly A's, planned to attend a 4-year college, while considerably smaller percentages were reported by seniors with lower grades. Also, almost one of seven seniors whose grades were mostly below C do not know what they intend to do after high school, while less than one of twenty-five of "A" students are undecided about the future.

TABLE 14
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY GRADES EARNED IN HIGH SCHOOL

ACTIVITY	A's		B's		C's		Below C's	
	No.	%	No.	%	No.	%	No.	%
Attend a 4-Year College	524	79.4	872	59.1	282	28.9	8	9.8
Attend a 2-Year College	33	5.0	147	10.0	128	13.1	15	18.3
Attend a Vocational/Technical	14	2.1	91	6.2	116	11.9	10	12.2
Subtotal	571	86.5	1,110	75.2	526	53.9	33	40.2
Enter Into Apprentice Training	1	0.2	12	0.8	17	1.7	2	2.4
Become a Full-Time Homemaker	1	0.2	7	0.5	6	0.6	0	0.0
Join the Military	13	2.0	64	4.3	93	9.5	7	8.5
Get a Full-Time Job	18	2.7	96	6.5	145	14.9	16	19.5
Don't Know Yet	23	3.5	109	7.4	117	12.0	16	19.5
Other	33	5.0	78	5.3	72	7.4	8	9.8
Subtotal	89	13.5	366	24.8	450	46.1	49	59.8
Total	660	100.0	1,476	100.0	976	100.0	82	100.0

Occupational Choice. Seniors were asked to choose a first and second occupational preference from a list of 58 technical and professional occupations. Business Management, Education, and Social Sciences are solidly the most popular choices by the seniors. It is important to recognize, however, that Computer Programming, once a popular choice, was not included at all in the top choices of seniors during the past years, and is not included again this year. The top four choices in descending order of popularity, were:

First Preference	Second Preference
Business Management	Business Management
Education	Law
Social Sciences	Social Sciences
Law	Education

The occupational preferences varied between the sexes, however, both business management and law were the top choices of both male and female seniors. The top four choices, in descending order of popularity, for male and female seniors were:

Male Seniors	Female Seniors
Business Management	Education
Law	Business Management
Aviation	Social Sciences
Community and Social Services	Accounting

A further analysis was conducted to relate occupational preference to race of respondent. As in the past, it is difficult to discern particular patterns of occupational preference based upon race. However, the top choice for Black, Hispanic, and Oriental students was Business Management. The top choices, in descending order, for Alaska Native and Caucasian seniors were:

Alaska Native	Caucasian
Business Management	Business Management
Education	Education
Aviation	Social Sciences
Accounting	Law

E. SENIORS PLANNING POSTSECONDARY EDUCATION

A separate portion of the survey was devoted to obtaining more information about those seniors planning to pursue postsecondary education. Although the number of seniors indicating plans to attend school immediately after graduation was 2,243 in response to a number of cross-check items (such as sex, race, and high school size), the total number of seniors responding to specific questions on schooling increased to over 2,900. This increased figure is assumed to include not only those seniors with firm post high school plans, but also a number who were undecided and were responding in a suppositional manner. That is, suppose I were to attend, then how would I answer?

State of Attendance. Seniors were asked to indicate the state in which they planned to pursue their postsecondary education. The trend that Alaska is increasingly becoming a less popular choice appears to have

reversed. Figure 6 shows the rise, fall, and subsequent increase of seniors planning to reside in Alaska for postsecondary attendance.

FIGURE 6

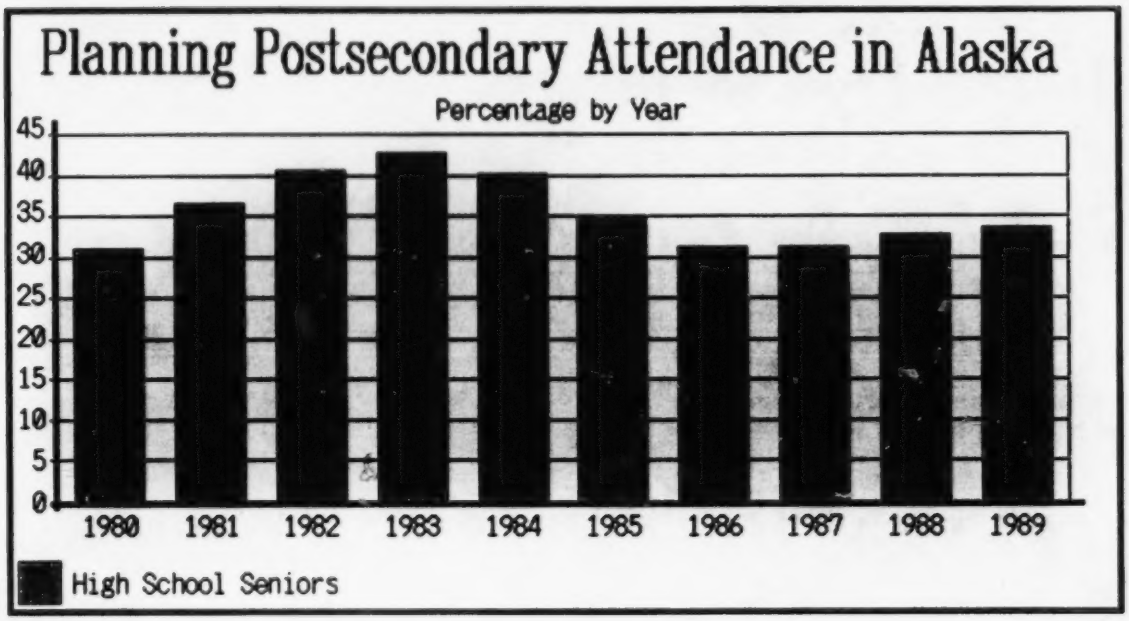


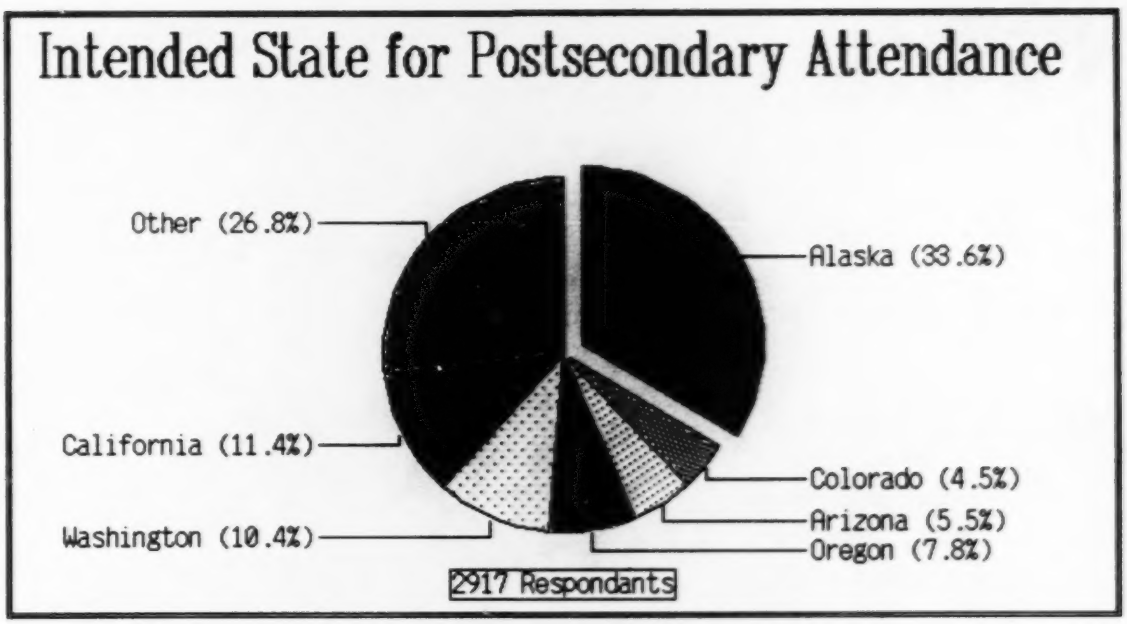
Table 15 provides detailed information regarding where the students intend to pursue their postsecondary education activities and shows that 33.6 percent of the seniors from this survey intend to stay in the State to attend a postsecondary institution, which indicates a slight upward trend. As in previous years, California, Washington and Oregon are the most popular states for those seniors who intend to enroll in institutions out-of-state. Figure 7 shows proportionately the 1988-89 choice for intended state of postsecondary attendance.

TABLE 15
DISTRIBUTION OF SENIORS BY
INTENDED STATE OF POSTSECONDARY ATTENDANCE

STATE	NUMBER	PERCENT
Alaska	981	33.6
California	331	11.4
Washington	302	10.4
Oregon	226	7.8
Arizona	161	5.5
Colorado	132	4.5
Texas	65	2.2
Idaho	63	2.2
Hawaii	47	1.6
Florida	45	1.5
Other*	564	19.3
Total	2,917	100.0

*Including foreign countries

FIGURE 7



When the intended state of attendance was cross-referenced with the seniors' grades in high school, no single state seemed to draw heavily from any particular grade group. The distribution for a few selected states is presented on a percentage basis in Table 16. It appears that those seniors electing attendance in Alaska are heavily represented by those earning mostly B's while in high school, but this distribution is probably due to the normal distribution of all seniors (also presented in Table 16).

TABLE 16
PERCENTAGE DISTRIBUTION OF SENIORS BY SELECTED STATES OF PLANNED ATTENDANCE AND BY GRADES EARNED IN HIGH SCHOOL

SENIORS' GRADES	ALASKA	WASHINGTON	OREGON	CALIFORNIA	ARIZONA	ALL SENIORS
Mostly A's	15.9	22.9	27.0	24.4	16.3	21.8
Mostly B's	49.6	48.0	47.4	46.3	47.5	47.3
Mostly C's	32.5	26.8	24.3	26.8	33.8	28.6
Below C's	2.1	2.3	1.3	2.4	2.5	2.3
Total	100.0	100.0	100.0	100.0	100.0	100.0

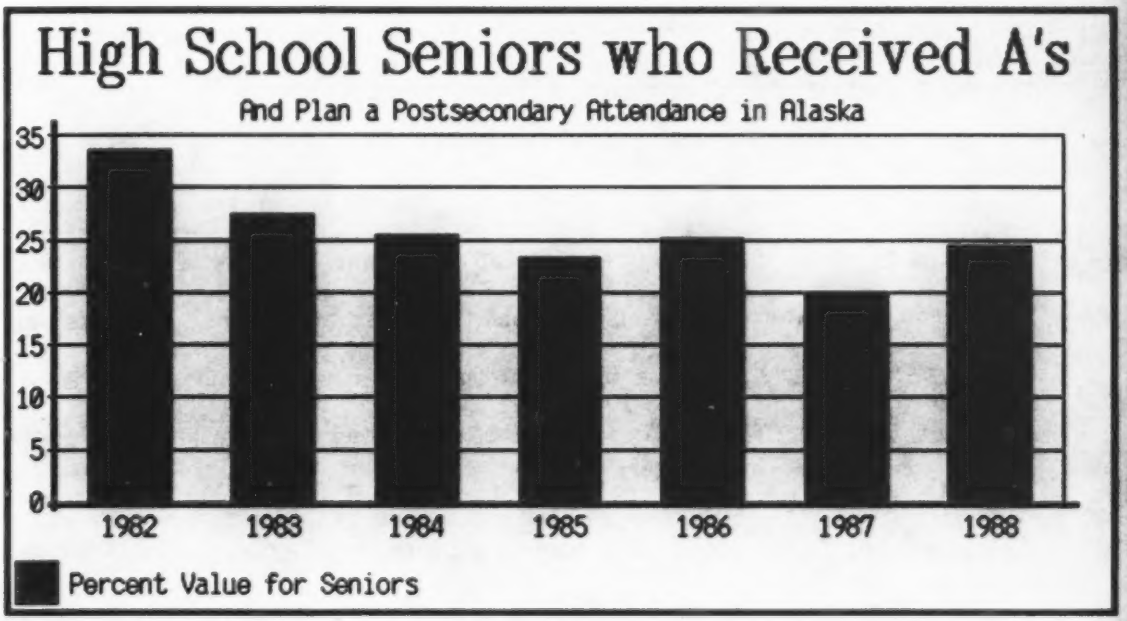
Another way of examining these same data is to compare Alaska's drawing power, within the grade distribution of seniors, to the drawing power of "outside." This is presented in Table 17 and differs from Table 16 in that the question addressed in Table 17 is: of those seniors earning mostly A's (or B's, C's, etc.), how many plan schooling in Alaska; while the question in Table 16 is: of those seniors planning schooling in Alaska, how many earned mostly A's (or B's, C's, etc.). In the analysis which led to Table 17, it was discovered that 75.5 percent of the seniors

earning mostly A's in high school who planned postsecondary attendance, planned it for "outside" of Alaska. As illustrated in Figure 8, the proportion of seniors earning mostly A's who plan postsecondary attendance in-state has fluctuated considerably during the past seven years.

TABLE 17
PERCENTAGE DISTRIBUTION OF SENIORS BY
GRADES EARNED IN HIGH SCHOOL AND BY
PLANNED POSTSECONDARY ATTENDANCE IN OR OUT OF ALASKA

SENIORS' GRADES	ALASKA	OUT-OF-STATE	TOTAL
Mostly A's	24.5	75.5	100.0
Mostly B's	35.2	64.8	100.0
Mostly C's	38.1	61.9	100.0
Below C's	30.3	69.7	100.0

FIGURE 8



It is important to try to understand why those seniors earning mostly A's plan to attend postsecondary institutions outside of the state. Although a more detailed presentation is found later in this report, the survey contained a question which asked the seniors to indicate which factors were important in their decisions about institutions. Of those seniors who earned mostly A's and intended to enroll in an institution "outside" of Alaska, the most important reasons were Availability of Program, Reputation and Prestige of the School, and the desire to attend a college "outside." This finding parallels very closely the research regarding "brain drain" in other states.

When addressing the question of "brain drain" then, we find that a higher percentage of Alaska's higher-grade-earning seniors are indeed looking "outside" for their postsecondary schooling. This is, also, not unlike the experiences of other states.

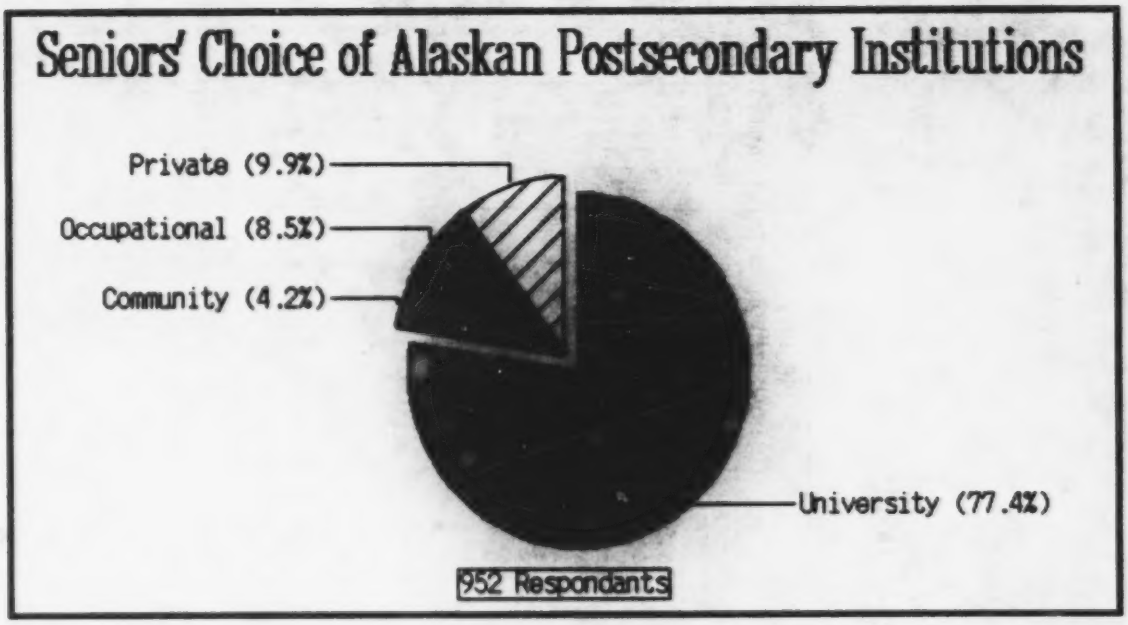
Alaska Attendance. When asked which institution in Alaska they planned to attend, 46.7 percent of the responding seniors indicated the University of Alaska Anchorage, followed by the University of Alaska Fairbanks, with 27.6 percent. The responses to this question are presented in Table 18.

It should be pointed out that, although the independent college sector of the postsecondary education community in Alaska is small, almost 10 percent of high school seniors intends to enroll in one of the three institutions, as shown in Figure 9. Moreover, over 8 percent plan to attend occupational schools which are dedicated to preparing persons for employment in selected career fields.

TABLE 18
DISTRIBUTION OF SENIORS BY
CHOICE OF ALASKAN POSTSECONDARY INSTITUTION

INSTITUTION	NUMBER	PERCENT
Chukchi College	0	0.0
Islands College	0	0.0
Kenai Peninsula College	11	1.2
Ketchikan College	2	0.2
Kodiak College	1	0.1
Kuskokwim College	7	0.7
Matanuska-Susitna College	8	0.8
Northwest College	0	0.0
Prince William Sound Community College	1	0.1
Tanana Valley College	2	0.2
Extension Center Near Home	8	0.8
2-year College Subtotal	40	4.2
University of Alaska Anchorage	445	46.7
University of Alaska Fairbanks	263	27.6
University of Alaska Southeast	29	3.0
University Center Subtotal	737	77.4
Alaska Bible College	6	0.7
Alaska Pacific University	73	7.7
Sheldon Jackson College	15	1.6
Independent College Subtotal	94	9.9
Alaska Vocational-Technical Center in Seward	33	3.5
Trade, Technical Schools	34	3.6
Hutchison Career Center	4	0.4
Kotzebue Technical Center	10	1.1
Occupational School Subtotal	81	8.5
Total	952	100.0

FIGURE 9



Reasons for Institutional Choice. Why a senior chooses to attend a particular institution is a question of great interest to those persons involved in postsecondary education. The seniors were asked to indicate, from a list of 17 possible reasons, which factors were important in their decisions about institutions. The seniors were to pick the two most important reasons and also the least important reason affecting the choice of the postsecondary institution they planned to attend.

The most important reasons for institutional choice were Availability of Program, Low Tuition and Living Expenses. As illustrated in Table 19, Reputation or Prestige of School, Close to Home and simply wishing to Attend School "Outside" appear to be other important reasons why seniors choose to attend a particular institution.

TABLE 19
REASONS FOR SELECTING A
POSTSECONDARY EDUCATIONAL INSTITUTION

REASON	MOST IMPORTANT		SECOND MOST IMPORTANT		LEAST IMPORTANT	
	Number	Percent	Number	Percent	Number	Percent
Availability of Program	431	15.3	203	7.3	63	2.3
Low Tuition and Living Expenses	410	14.5	309	11.1	172	6.3
Reputation or Prestige of School	323	11.5	224	8.0	137	5.0
Close to Home	277	9.8	328	11.8	272	10.0
Attend School "Outside"	262	9.3	273	9.8	265	9.7
Other	244	8.6	88	3.2	72	2.6
Geographic Location	189	6.7	326	11.7	255	9.4
Encouragement from Parents/Relatives	186	6.6	205	7.4	142	5.2
Availability of Jobs While in School	90	3.2	147	5.3	109	4.0
Intercollegiate Athletics	83	2.9	109	3.9	106	3.9
Religious Atmosphere	78	2.8	35	1.3	267	9.8
Friends Will Be There	77	2.7	205	7.4	372	13.7
Intramural Athletics	65	2.3	85	3.0	114	4.2
Availability of Financial Aid	63	2.2	124	4.4	64	2.3
Encouragement from Teachers	18	0.6	42	1.5	56	2.1
Encouragement from College Representatives	12	0.4	22	0.8	35	1.3
Sororities/Fraternities	9	0.3	34	1.2	179	6.6
Availability of College Housing	5	0.2	28	1.0	44	1.6
Total	2,822	100.0	2,787	100.0	2,724	100.0

To understand further the reasons why students attend in-state or out-of-state institutions, institutional choice was cross-referenced with the state of planned attendance, the results of which are presented in Table 20. Also, those factors affecting choice were further analyzed on an in-state basis. A cross-tabulation was run between reasons for institutional choice and an identified Alaskan institution. The results of those data for selected institutions are shown in Table 21.

For those seniors who intend to enroll in a postsecondary educational institution outside the State, the major reasons for institutional choice were Availability of Program, Reputation of School, and Geographic Location. For those students planning to attend institutions within the state, the principal factors affecting institutional selection were Low Tuition and Living Expenses and Closeness to Home.

TABLE 20
REASONS FOR SELECTING A POSTSECONDARY
EDUCATIONAL INSTITUTION DISTRIBUTED BY STATE

STATE	PRIMARY REASON	SECONDARY REASON
Alaska	Low Tuition & Living Expenses	Close to Home
California	Reputation of School	Geographic Location
Washington	Availability of Program	Location/"Outside"
Oregon	Availability of Program	Attend School "Outside"
Colorado	Reputation of School	Geographic Location
Arizona	Program/"Outside"	Geographic Location

TABLE 21
REASONS FOR SELECTING A PARTICULAR
ALASKAN POSTSECONDARY EDUCATIONAL INSTITUTION

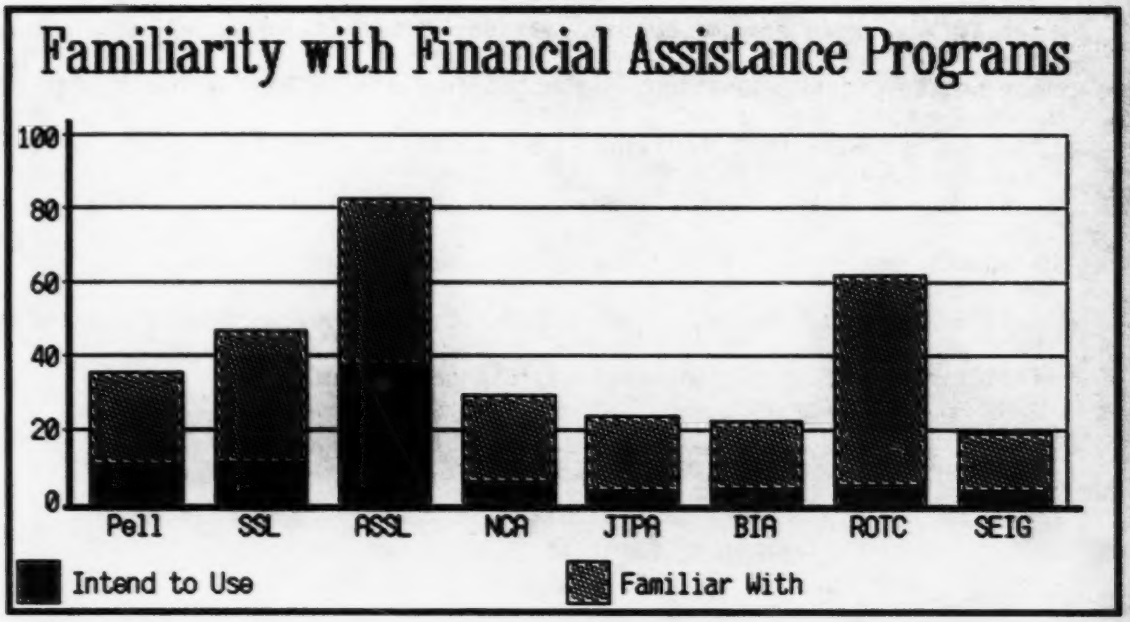
INSTITUTION	PRIMARY REASON	SECONDARY REASON
U of AK Fairbanks	Low Tuition & Living Expenses	Close to Home
U of AK Anchorage	Low Tuition & Living Expenses	Close to Home
U of AK Southeast	Low Tuition & Living Expenses	Close to Home
All 2-year Colleges	Close to Home	Low Tuition & Living Expenses
Alaska Pacific University	Availability of Program	Close to Home
Sheldon Jackson	Availability of Program	Low Tuition & Living Expenses
Alaska Voc-Tech Center	Availability of Program	Encouragement from Friends/Family
Trade, Technical Schools	Low Tuition & Living Expenses	Close to Home

Familiarity with Financial Aid. The seniors were asked about their familiarity with, and intent to use, various types of financial aid available for postsecondary education. As noted in Table 22, the program with which the seniors were most familiar (when combining familiarity with intent to use) is the Alaska State Student Loan Program. Over 80 percent of the students responding to this survey are aware of the program, and more than 1 in 3 intend to use it. Figure 10 on the next page shows the cumulative familiarity with each financial assistance program.

TABLE 22
SENIORS' FAMILIARITY WITH AND INTENDED
USE OF SELECTED FINANCIAL ASSISTANCE PROGRAMS

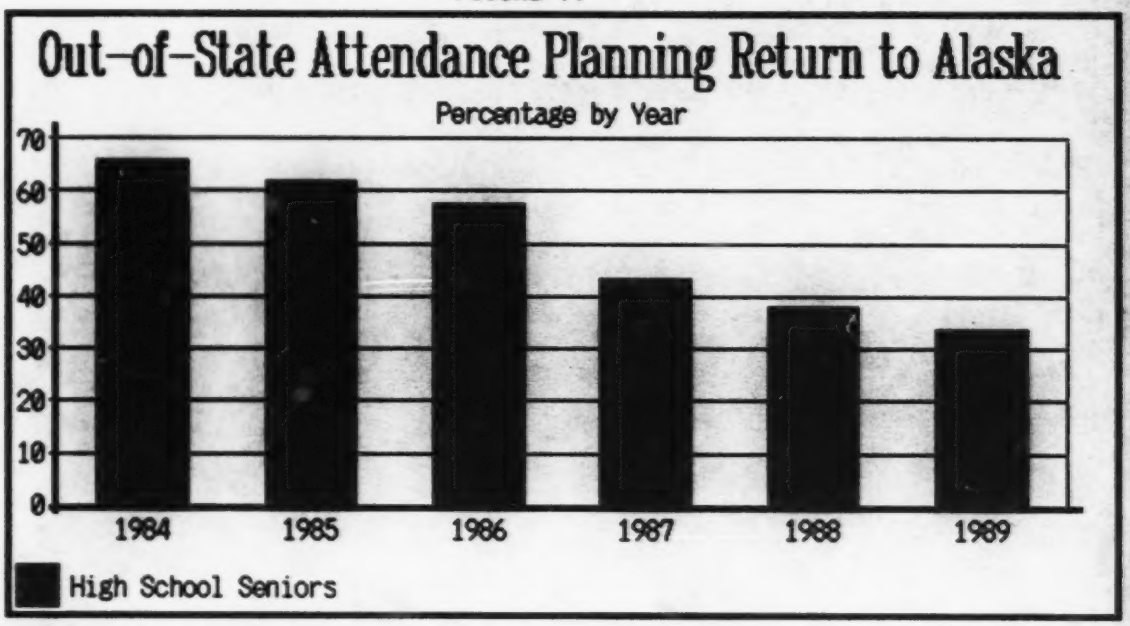
PROGRAMS	FAMILIAR WITH		INTEND TO USE		Total Percentage
	Number	Percent	Number	Percent	
Pell Grant	793	25.2	327	10.4	35.6
SSL (Stafford Student Loan)	1,136	36.1	338	10.8	46.9
Alaska State Student Loan	1,403	44.5	1,194	37.9	82.4
Native Corporation Assistance	739	23.6	181	5.8	29.4
JTPA (Job Training Partnership Act)	637	20.3	96	3.1	23.4
BIA (Bureau of Indian Affairs)	579	18.5	123	3.9	22.4
ROTC (Reserved Offices Training Corps)	1,789	57.0	148	4.7	61.7
SEIG (State Educational Incentive Grant)	476	15.9	94	3.1	19.0

FIGURE 10



Plans to Return to Alaska. Those seniors planning postsecondary education out-of-state were asked if they planned to return to Alaska after completing their schooling. Figure 11 indicates that since 1984, a decreasing proportion of seniors plan to return.

FIGURE 11



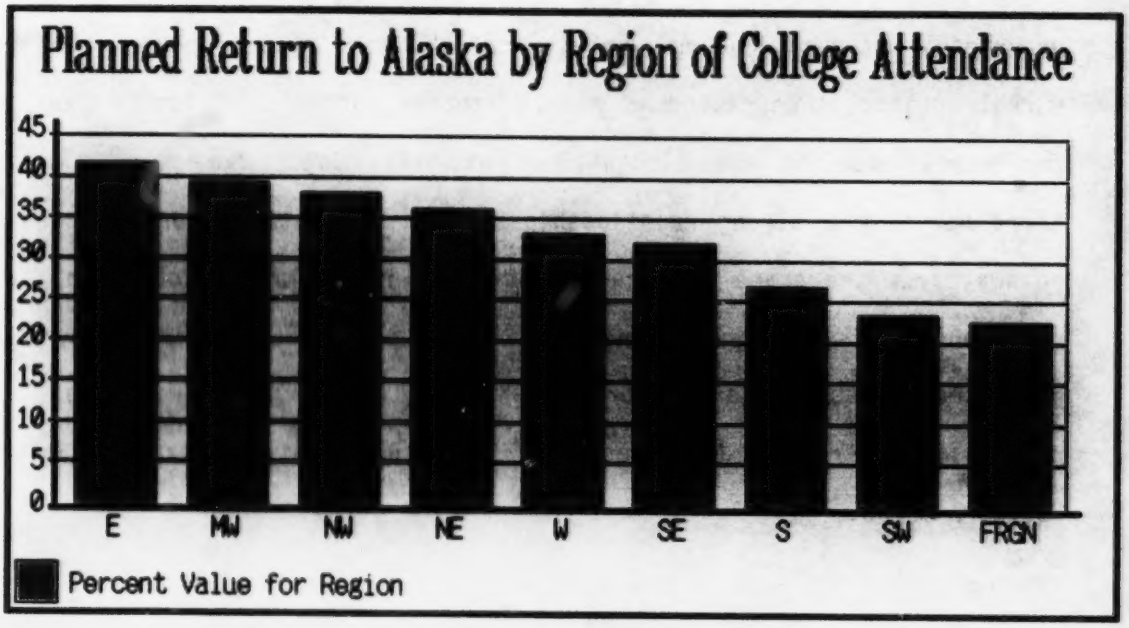
This year, the number of seniors indicating they would return is almost half that of 1983-84, 33.6 percent. The reason for such a decline is uncertain, but many students volunteered that the state's economy and job market outlook is perceived as poor. Another factor may also be that the forgiveness benefit was discontinued at this time. Moreover, although there has been a strong relationship between the distance one intends to go away from the state and the intention to return after schooling, that relationship is not as strong this year. A regional distribution is presented in Table 23 and Figure 12 which indicates that, in general, the propensity to return decreases when the student attends school in the Southern areas.

TABLE 23
DISTRIBUTION OF SENIORS PLANNING ATTENDANCE "OUTSIDE" BY REGION OF ATTENDANCE* AND BY INTENTION TO RETURN TO ALASKA AFTER SCHOOLING

REGION OF PLANNED ATTENDANCE	PERCENT PLANNING TO RETURN TO ALASKA
East	41.7
Midwest	39.2
Northwest	38.1
Northeast	36.1
West	33.1
Southeast	32.0
South	26.8
Southwest	23.4
Foreign	22.6

*REGIONS: East: PA, NJ, MD, DE, WV, DC; Northwest: WA, OR, ID, MT; Northeast: ME, VT, NH, NY, MA, CT, RI; Southwest: AZ, NM, TX, OK; South: FL, GA, AL, MS, LA, AR; West: CA, HI, NV, UT, CO, WY; Midwest: ND, SD, NE, KS, MN, WI, MI, IA, MO, IL, IN, OH; Southeast: VA, NC, SC, TN, KY.

FIGURE 12


Planned Return to Alaska by Region of College Attendance
45
40
35
30
25
20
15
10
5
0
E
MW
NW
NE
W
SE
S
SW
FRGN
Percent Value for Region

SUMMARY

Alaska's high school seniors have now responded to twelve consecutive annual surveys. Responses have been generally consistent over most of this period. Based upon historical responses, plus this survey, the following conclusions are drawn:

1. Most seniors are generally quite satisfied with their high school experiences. Consistent with past surveys, particular areas which have received the highest number of "outstanding" marks are Athletic and Recreational Facilities, Counseling and Guidance Services and Quality of Instruction.
2. Although seniors from small schools continue to be slightly less satisfied with their high school experience as seniors from large schools, in the percentage of outstanding responses from seniors from small schools concerning quality of instruction continues to be high for the fourth year in a row. Some reasons which have been suggested for this encouraging statistic are (1) the small schools, most of which have only been in existence for a few years, are maturing; (2) there has been an increased emphasis on curriculum development; and (3) more students are graduating than in previous years.
3. Seniors feel satisfied with their general knowledge and experience with computers but almost one in three expressed dissatisfaction with their educational experience in foreign languages.

4. Regardless of whether they plan to pursue further schooling, many seniors feel that they need assistance in improving mathematics skills and in developing career or educational plans. Those seniors planning to work directly after high school continue to express a strong need for career planning.
5. Seventy percent of the seniors intend to pursue postsecondary education. During the past several years, there has been a significant increase of seniors planning to attend a 4-year college or university.
6. Those seniors who have higher household incomes and who earn higher grades are more likely to plan schooling beyond high school than are other seniors.
7. Proportionately, considerably fewer seniors from small schools plan to attend a postsecondary institution than seniors from large schools. Also, a much larger percentage of seniors from small schools are undecided about what they plan to do after graduation than seniors from large schools.
8. The percentage of students who choose to remain in Alaska for post-secondary education has risen slightly after a previous four year decline. California, Washington, Oregon and Arizona are the most popular states for those seniors who intend to enroll in institutions out-of-state.

9. Although many students in all grade categories are drawn "outside," the tendency to plan out-of-state attendance is highest among those seniors who earned mostly A's in high school. Institutional Reputation, Availability of Programs and the desire to attend "outside" are the reasons that "A" students cite for choosing their schools. Other states have reported similar propensities among their seniors who exhibit high achievement.

10. Regardless of the grades they earned in high school, some seniors choose particular out-of-state educational institutions primarily because they want to attend school "outside." In general, students choose particular Alaskan institutions because of cost and proximity.

11. The University of Alaska's Anchorage and Fairbanks campuses continue to be the top choices for those students who remain in Alaska for further schooling; over 75 percent of in-state students indicated that they plan to attend one of these two institutions.

12. The percentage of seniors planning to attend school out-of-state and return to the state has been decreasing during the past five years, from 65 percent to 33.6 percent. In general, the propensity to return to the state upon completion of their education decreases when the student attends school in the Southern areas.

The information from this survey is compiled on an individual high school basis and returned to each participating school. This feedback enables the secondary school officials to better plan or respond to high school students' needs. The information and results are also used on a statewide basis for planning and analysis of postsecondary resources for Alaskans.

APPENDIX A

1988-89 ALASKA HIGH SCHOOL SENIOR SURVEY

1988-89
ALASKA HIGH SCHOOL SENIOR SURVEY

This survey is an attempt to find out what you intend to do with your life the first year after graduation. The results of this survey will be used to plan for the growth and development of postsecondary education* in Alaska, to coordinate and plan for better financial aid services for Alaskan postsecondary students and to provide for the educational needs of Alaskan high school graduates.

Please answer questions 1 through 15 regardless of what you plan to do after graduation. Students continuing in postsecondary education should also complete questions 16 through 20. Individual responses will be kept confidential. Your social security number is requested in item 15, this is *voluntary* information and will only be used as follow-up, *not* to identify the individual.

PLEASE PLACE THE NUMBER OF YOUR RESPONSE IN THE SPACE PROVIDED AT THE RIGHT.

RESPONSE

1. What is your sex? 1. Male 2. Female ..... [ ]

2. How do you describe yourself? (Choose only one) ..... [ ]
   1. Alaskan Native 3. Caucasian 5. Oriental
   2. Black 4. Hispanic 6. Other

3. What category best describes your total family income? ..... [ ]
   1. Under $15,000
   2. Between $15,000 and $25,000
   3. Between $25,000 and $40,000
   4. Between $40,000 and $50,000
   5. Over $50,000

4. What category best describes your parents' level of education?

   (Enter 1, 2, 3, or 4)

   Father ..... [ ]
   Mother ..... [ ]

   1. did not finish high school
   2. graduated from high school or attained the GED
   3. attended college
   4. graduated from college with at least a bachelor's degree

5. There are a number of financial aid programs offered to Alaskans.
   Please indicate your familiarity with each program by using the following code.
   1. I am not aware of this financial assistance program.
   2. I am aware of this financial assistance program.
   3. I am aware of this program and plan to use it.

   (Enter 1, 2, or 3)

   A. Pell Grant Program ..... [ ]
   B. GSL (Guaranteed Student Loan Program) ..... [ ]
   C. Alaska State Student Loan Program ..... [ ]
   D. Native Corporation Student Financial Aid ..... [ ]
   E. JPTA (Job Partnership Training Act). ..... [ ]
   F. BIA (Bureau of Indian Affairs) Financial Assistance ..... [ ]
   G. ROTC (Reserve Officer Training Corps) Financial Assistance ..... [ ]
   H. SEIG (State Educational Incentive Grant Program ..... [ ]
   I. Other Financial Aid (Specify) _____

6. English is the language most frequently spoken in my home. (1=Yes, 2=No) ..... [ ]

***NOTE: Postsecondary education is defined as any organized education, learning or training experience beyond high school.**

Return to: Alaska Commission on Postsecondary Education, Box FP, Juneau, AK 99811.

7. I have had the following employment experiences: (1=Yes, 2=No)

A. held a regular part-time job while in school
B. held a full-time job during the summer
C. participated in work-study or distributive education while in school
D. supervised the work of others
E. never worked

8. I need assistance in the following educational areas: (1=Yes, 2=No)

A. expressing ideas in writing
B. improving reading speed or comprehension
C. improving math skills
D. deciding on a career, occupation or educational plans
E. improving study habits

9. Listed below are a number of characteristics of your high school. Please rank each one on how beneficial it has been to you. That is, how well did it contribute to your experience as a student? Please use the following ranking scale and use your own experience for the ranking.

(Place the appropriate number in the space provided.)

1. Outstanding
2. Average
3. Poor
4. Not provided/Not applicable

(Enter 1-4)

A. Variety of courses
B. Quality of instruction
C. Counseling or guidance services
D. Special help or programs for students needing it
E. School rules, regulations and discipline
F. Assignment of grades or marks
G. Athletic or recreational facilities
H. Library and learning centers
I. Laboratory facilities
J. Vocational training (industrial, business, home economics, etc)
K. Satisfaction with your high school experience overall

10. Using the same ranking scale as in question 9, rate your educational experience in:

A. Foreign languages
B. Computers

11. Please indicate what grades you received in high school: (Place the appropriate number in the space provided.) (Enter 1-4)

1. Mostly A's
2. Mostly B's
3. Mostly C's
4. Mostly below C's

12. How do you rate your study habits? (Use the scale below and place the appropriate number in the space provided.) (Enter 1-5)

1. Poor
2. Mediocre
3. Average
4. Good
5. Excellent

13. What are you most likely to be doing at this time next year? (Enter 1-9)

Use the following list to indicate your response. (Choose only one answer.)

1. Do not know yet.
2. Join the military.
3. Get a full-time job.
4. Become a full-time homemaker.
5. Enter into apprentice training.
6. Attend a vocational-technical school.
7. Attend a four-year college.
8. Attend a two-year college.
9. Other: (Please specify) _____

14. Please indicate by number your first and second occupational choice, choosing from the list below.

(Enter 10-99)

A. My first occupational choice is ..... ☐

B. My second occupational choice is ..... ☐

10 Agriculture or Animal Science
11 Forestry Science
12 Forestry Production & Processing
13 Natural Resource Management
14 Fisheries Science
15 Commercial Fishing
16 Seafood Processing
20 Architecture
21 Interior Design
24 Life Science, General (*Anatomy, Bacteriology, Biology, Botany, Ecology, Genetics, Marine Biology, Zoology, Etc.*)
25 Community or Social Services (*Law Enforcement, Fire Protection, Public Administration, Social Work, Parks and Recreation Management, Etc.*)
26 Law
27 Social Sciences (*Anthropology, Archaeology, Criminology, Economics, History, Political Science, Sociology, Psychology, Etc.*)
30 Business & Commerce, General
31 Accounting
32 Advertising
33 Banking
34 Business Management
35 Office Occupations
36 Recreation & Tourism
37 Transportation & Public Utilities
40 Communications, General
41 Journalism
42 Broadcasting (Radio & TV)
43 Advertising
45 Computer & Information Services
46 Computer Programming
48 Computer Systems Analysis
50 Foreign Languages/Humanities
51 Religious Studies/Theology
55 Home Economics/Family Life
60 Trade & Vocational, General
61 Aviation Technology
62 Auto Repair (Engine & Body)
63 Carpentry & Construction
64 Diesel Technology
65 Electricity (House Wiring)
66 Heavy Equipment Operations
67 Welding & Metal Fabrication
68 Cosmetology
69 Aviation Associated Careers (*Commercial Pilot, Flight Attendant, Etc.*)
75 Elementary and/or Secondary Education
80 Engineering, General
81 Aerospace Engineering
82 Electrical Engineering
83 Mechanical Engineering
85 Fine or Applied Arts, General
86 Commercial Arts
87 Music
88 Drama
90 Health Profession, General
91 Nursing
92 Dentistry
93 Medical, M.D.
94 Chiropractic
95 Mental Health
96 Physical Science, General (*Geology, Physics, Oceanography, Mathematics , Chemistry, Etc.*)
99 Other

15. What is your social security number? *(This is voluntary information and will only be used for follow-up.)* _____

IF YOU **DO NOT** PLAN ANY ADDITIONAL SCHOOLING, STOP HERE.
If additional schooling is planned, please continue the survey.

16. Using the table below, indicate by number the state in which you plan to attend a postsecondary institution. ..... (Enter 1-52) ☐

1. Alabama	14. Illinois	27. Montana	40. Rhode Island
2. Alaska	15. Indiana	28. Nebraska	41. South Carolina
3. Arizona	16. Iowa	29. Nevada	42. South Dakota
4. Arkansas	17. Kansas	30. New Hampshire	43. Tennessee
5. California	18. Kentucky	31. New Jersey	44. Texas
6. Colorado	19. Louisiana	32. New Mexico	45. Utah
7. Connecticut	20. Maine	33. New York	46. Vermont
8. Delaware	21. Maryland	34. North Carolina	47. Virginia
9. District of Columbia	22. Massachusetts	35. North Dakota	48. Washington
10. Florida	23. Michigan	36. Ohio	49. West Virginia
11. Georgia	24. Minnesota	37. Oklahoma	50. Wisconsin
12. Hawaii	25. Mississippi	38. Oregon	51. Wyoming
13. Idaho	26. Missouri	39. Pennsylvania	52. Foreign

17. If your answer in question 16 was Alaska, indicate which Alaskan Institution you plan to attend by using the list below. (*If you are not going to school in Alaska, skip this question.*) ..... (Enter 1-22) ☐

1. Alaska Bible College
2. Alaska Pacific University
3. Alaska Vocational-Technical Center at Seward
4. Hutchison Career Center
5. Kotzebue Technical Center
6. Sheldon Jackson College
7. Technical Institute, Business College or Trade School
8. University of Alaska - Anchorage
9. Kenai Peninsula College
10. Kodiak College
11. Kuskokwim College
12. Matanuska-Susitna College
13. Prince William Sound Community College
14. University of Alaska - Fairbanks
15. Chukchi College
16. Northwest College
17. Tanana Valley College
18. University of Alaska - Southeast
19. Islands College
20. Ketchikan College
21. University of Alaska Extension Center Near Home

18. Regardless of where you are going to school, why have you made that choice? Use the number codes below to select the two most important reasons and the one least important reason for your choice.

(Enter 1-18)

A. **Most Important** reason for my selection ..... ☐
B. Second most important reason for my selection ..... ☐
C. **Least Important** reason for my selection ..... ☐

1. Intramural athletics/recreational activities
2. Sororities/fraternities/student organizations on campus
3. Want to attend school "outside"
4. Geographic location/weather/climate
5. Encouragement from parents/relatives
6. Encouragement from teachers/principal/counselor
7. Encouragement from college representative
8. Availability of jobs while in school
9. Low tuition and living expenses
10. Reputation or prestige of school
11. Availability of program
12. Availability of financial aid
13. Close to home
14. Religious atmosphere
15. My friends will be there
16. Availability of campus housing
17. Intercollegiate athletic program
18. Other (please specify) _____

19. What do you think your major area of study in college will be? _____

(Enter 1or 2)

20. Do you plan to live in Alaska upon completion of your chosen program? (1=Yes, 2=No) ..... ☐

THANK YOU FOR PARTICIPATING IN THIS SURVEY.

APPENDIX B

SELECTED DATA TABLES

TABLE 24
DISTRIBUTION OF SENIORS BY SEX

SEX	NUMBER	PERCENT
Male	1,631	50.6
Female	1,592	49.4
No Response	31	*
TOTAL	3,223	100.0

TABLE 25
DISTRIBUTION OF SENIORS BY RACE

RACE	NUMBER	PERCENT
Alaska Native	525	16.3
Black	89	2.8
Oriental	88	2.7
Caucasian	2,279	70.9
Hispanic	70	2.2
Other	165	5.1
No Response	38	*
TOTAL	3,216	100.0

TABLE 26
DISTRIBUTION OF SENIORS BY
ANNUAL HOUSEHOLD INCOME

ANNUAL INCOME	NUMBER	PERCENT
Under $15,000	288	9.7
$15,001 to 25,000	396	13.3
$25,001 to 40,000	779	26.1
$40,001 to 50,000	535	18.0
$50,001 or over	981	32.9
No Response	275	*
TOTAL	2,979	100.0

*Not used in calculations

TABLE 27
DISTRIBUTION OF SENIORS
BY PRIMARY HOME LANGUAGE

PRIMARY SPOKEN HOME LANGUAGE	NUMBER	PERCENT
English	3,019	94.1
Other	188	5.9
No Response	47	*
TOTAL	3,207	100.0

TABLE 28
DISTRIBUTION OF SENIORS
BY WORK EXPERIENCE

TYPE OF WORK	YES		NO		NO RESPONSE		TOTAL	
	No.	%	No.	%	No.	%	NO.	%
Part-Time Job	2,283	70.2	888	27.3	83	2.6	3,254	100.0
Full-Time Summer Job	2,338	71.9	830	25.5	86	2.6	3,254	100.0
Work Study	820	25.2	2,280	70.1	154	4.7	3,254	100.0
Supervised Others	1,279	39.3	1,838	56.5	137	4.2	3,254	100.0
No Work Experience	246	7.6	2,754	84.6	254	7.8	3,254	100.0

TABLE 29
DISTRIBUTION OF SENIORS BY RATING
OF SELECTED HIGH SCHOOL CHARACTERISTICS

HIGH SCHOOL CHARACTERISTIC	SENIOR RATING					
	OUTSTANDING		AVERAGE		POOR	
	No.	%	No.	%	No.	%
Variety of Courses	696	22.0	1,992	63.0	474	15.0
Quality of Instruction	776	24.4	2,223	70.0	179	5.6
Counseling Services	939	30.2	1,570	50.4	604	19.4
Special Help, if Needed	695	24.5	1,708	60.2	433	15.3
School Rules and Discipline	459	14.6	1,814	57.9	862	27.5
Grades, Marks, and Promotion	495	15.6	2,481	78.1	202	6.4
Athletic & Recreation Facilities	1,013	32.3	1,697	54.2	423	13.5
Library & Learning Centers	856	27.1	1,890	59.9	411	13.0
Vocational Training	753	25.5	1,844	62.4	360	12.2
Laboratory Facilities	449	14.9	1,873	62.1	696	23.1
Overall Satisfaction	803	25.3	2,054	64.7	317	10.0

*Not used in calculations

TABLE 30
DISTRIBUTION OF SENIORS BY NEED
FOR ADDITIONAL ASSISTANCE AND BY HOUSEHOLD INCOME

ANNUAL HOUSEHOLD INCOME	AREAS OF ASSISTANCE							
	WRITING		READING		MATHEMATICS		CAREER PLANNING	
	YES	NO	YES	NO	YES	NO	YES	NO
Under $15,000	128	153	123	156	156	125	130	150
$15,001 to $25,000	149	239	166	221	219	173	180	209
$25,001 to $40,000	263	502	285	481	404	364	347	419
$40,001 to $50,000	148	381	178	351	255	275	238	291
$50,001 or over	286	673	293	666	426	534	352	606
No Response	86	155	83	160	136	108	107	135

TABLE 31
DISTRIBUTION OF SENIORS BY GRADES
EARNED IN HIGH SCHOOL AND BY SEX

GRADES	MALE		FEMALE		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
Mostly A's	261	16.0	397	24.9	658	20.4
Mostly B's	706	43.3	771	48.4	1,477	45.8
Mostly C's	598	36.7	384	24.1	982	30.5
Below C's	51	3.1	32	2.0	83	2.6
No Response	15	0.9	8	0.5	23	0.7
TOTAL	1,631	100.0	1,592	100.0	3,223	100.0

TABLE 32
DISTRIBUTION OF SENIORS BY GRADES
EARNED IN HIGH SCHOOL AND BY RACE

GRADES	ALASKA NATIVE		BLACK		CAUCASIAN		OTHER	
	No.	%	No.	%	No.	%	No.	%
Mostly A's	52	9.9	6	6.7	541	23.7	58	18.0
Mostly B's	219	41.7	39	43.8	1,067	46.8	151	46.8
Mostly C's	226	43.1	41	46.1	614	26.9	96	29.7
Below C's	20	3.8	3	3.4	46	2.0	13	4.0
No Response	8	1.5	0	0.0	11	0.5	5	1.6
TOTAL	525	100.0	89	100.0	2,279	100.0	323	100.0

Appendix 16

END

U.S. Dept. of Education

Office of Education
Research and
Improvement (OERI)

ERIC

Date Filmed

March 21,1991